

Physical Education¹: Grades K – 2

Standard Number² 1.0: Movement Forms/Motor Skills and Movement Patterns

A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Learning Expectations³: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- travel using body and spatial awareness, relationships and effort
- demonstrate a mature form of locomotor skills
- jump and land using a variety of take-off and landing patterns
- illustrate, through movement, a wide variety of rhythmic activities that involve locomotion and non-locomotion
- kick a ball into the air or along the ground
- throw a ball demonstrating an overhand or underhand technique
- catch a ball
- strike/volley an object
- strike an object with short and long handled implements
- dribble a ball using the hands or feet
- demonstrate control in weight transfer and balance activities

Performance Indicators⁴

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 1.1.1 recognize and demonstrate basic locomotor skills
- 1.1.2 receive or send an object with an implement or body part
- 1.1.3 balance or transfer weight from one body part to another
- 1.1.4 perform a simple movement pattern using rhythmic activities

¹ Physical Education is a sequential and developmentally appropriate educational program that provides students with the knowledge, skills, fitness, and attitudes necessary to lead an active and healthy lifestyle.

² Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

³ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

⁴ Performance Indicators demonstrate progress toward the standard at each level.

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 1.2.1 demonstrate skills of chasing, fleeing and dodging to avoid or catch others
- 1.2.2 perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)
- 1.2.3 jump and land using a combination of one and two-foot takeoffs and landings
- 1.2.4 jump a continuously turning rope
- 1.2.5 create a simple three part movement sequence
- 1.2.6 demonstrate the role of body movement in the expression of feelings and ideas
- 1.2.7 understand the role of rhythmic activities in social development
- 1.2.8 create a simple three part movement sequence
- 1.2.9 participate in a wide variety of rhythmic activities that involve locomotion, non-locomotion, and the manipulation of various objects
- 1.2.10 demonstrate the relationship between body movement and rhythmic accompaniment
- 1.2.11 use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground
- 1.2.12 throw a ball demonstrating an overhand technique, a side orientation, and opposition
- 1.2.13 catch a gently thrown ball using properly positioned hands
- 1.2.14 strike an object repeatedly with a paddle or body parts
- 1.2.15 consistently strike a ball with a bat from a tee or cone using a proper grip and side orientation
- 1.2.16 continuously dribble a ball using the hands or feet without losing control of the ball or body
- 1.2.17 perform a movement sequence using a variety of body parts which combine the skills of balancing and weight transfer
- 1.2.18 roll smoothly in a forward direction without stopping or hesitating, with the head tucked, rolling up to the feet
- 1.2.19 balance, demonstrating momentary stillness in symmetrical and non- symmetrical shapes, on a variety of body parts
- 1.2.20 move feet into medium/high level by placing weight on the hands and landing with control

- 1.2.21 state and demonstrate guidelines and behaviors for basic safety principles in physical education (implements, small and large equipment, environment)

Level 3 - Students are proficient at this level.

At Level 3, the student will:

1.3.1 create a sequence in gymnastics and in dance using a variety of movements and objects

1.3.2 use a combination of skills in a game context

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁵ 2.0: Movement Concepts and Principles

A physically educated person demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.

Learning Expectations⁶: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- know and apply movement concepts
- recognize the critical elements of locomotor and non-locomotor skills
- understand the relationship between skills and movement concepts
- recognize the critical elements of kicking, throwing, catching, striking, volleying and dribbling
- know the movement concepts of educational gymnastics
- know the movement concepts of rhythmic activities

Performance Indicators⁷:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

2.1.1 use concepts of body and space awareness in a variety of ways

2.1.2 identify selected critical elements of locomotor and non-locomotor movement patterns

2.1.3 identify selected critical elements of manipulative skills in their correct form

⁵ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁶ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

⁷ Performance Indicators demonstrate progress toward the standard at each level.

2.1.4 identify static and dynamic balance in the context of educational gymnastics

2.1.5 recognize the concept of time in response to rhythmic accompaniment

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

2.2.1 identify and demonstrate selected critical elements of locomotor movement patterns

2.2.2 identify and demonstrate selected critical elements of manipulative skills

2.2.3 maintain momentary stillness bearing weight on a variety of body parts

2.2.4 use movement concepts for the purpose of expression

2.2.5 use the concept of time in response to rhythmic accompaniment

Level 3 - Students are proficient a this level.

At Level 3, the student will:

2.3.1 design and perform a simple movement pattern in a gymnastics sequence, in a games context, and in a rhythmic activity

2.3.2 use concepts and knowledge of critical elements to provide corrective feedback to others

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number⁸ 3.0: Physical Activity

A physically educated person participates regularly in physical activity.

Learning Expectations⁹: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- participate in daily physical activity for enjoyment
- participate regularly in a variety of non-structured and minimally organized physical activities outside the physical education class
- use physical education skills at recess

⁸ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

⁹ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

Performance Indicators¹⁰:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 3.1.1 discuss appropriate physical activities outside the school
- 3.1.2 participate in a variety of locomotor, non-locomotor and manipulative activities
- 3.1.3 discuss appropriate physical activities for recess

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 3.2.1 record participation in physical activities at recess and outside the physical education setting
- 3.2.2 engage in regular daily physical activity outside the classroom
- 3.2.3 identify appropriate physical activities for recess

Level 3 - Students are proficient at this level.

At Level 3, the student will:

- 3.3.1 initiate physical activity with family and friends
- 3.3.2 initiate appropriate group activities at recess

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹¹ 4.0: Fitness

A physically educated person achieves and maintains a health-enhancing level of physical fitness.

Learning Expectations¹²: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

¹⁰ Performance Indicators demonstrate progress toward the standard at each level.

¹¹ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹² Learning Expectations reflect what students should know and be able to do at the end of each grade level range.

The student will:

- engage in sustained physical activity that causes an increased heart rate
- recognize the physiological indicators that accompany moderate to vigorous physical activity
- identify the components of health-related physical fitness
- identify at least one activity associated with each component of health related physical activity

Performance Indicators¹³:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

- 4.1.1 sustain moderate to vigorous physical activity for short periods of time
- 4.1.2 identify the physiological signs of moderate physical activity
- 4.1.3 recognize that physical activity contributes to personal well-being
- 4.1.4 identify activities associated with health-related fitness and the benefits associated with these activities
- 4.1.5 look forward to participation in fitness activities

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

- 4.2.1 sustain activity for longer periods of time
- 4.2.2 identify changes in the body during sustained vigorous physical activity
- 4.2.3 support body weight for climbing, hanging, and momentarily taking weight on hands
- 4.2.4 move joints through a full range of motion
- 4.2.5 engage in sustained daily physical activity which causes an increased heart rate and heavy breathing
- 4.2.6 use pulse rate to monitor level of activity
- 4.2.7 describe the components of health-related fitness

Level 3 - Students are proficient a this level.

At Level 3, the student will:

- 4.3.1 correctly identify and engage in those activities associated with health-related fitness

¹³ Performance Indicators demonstrate progress toward the standard at each level.

4.3.2 record participation in physical activity

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁴ 5.0: Personal and Social Responsibility

A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Learning Expectations¹⁵: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- follow, with few reminders, activity-specific rules and procedures
- cooperate with others regardless of personal differences in skill, gender, disability, socioeconomic level and ethnicity
- treat others with respect during physical activity
- resolve conflicts in socially acceptable ways
- work independently and on-task

Performance Indicators¹⁶:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

5.1.1 know the rules for participating in physical education

5.2.1 choose a partner/team member to complete a task that requires sharing and cooperation

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

5.2.1 demonstrate an understanding of classroom rules, procedures, and safe practices

5.2.2 work on assigned tasks individually or with others in a productive manner

5.2.3 resolve conflicts in socially acceptable ways during physical education and recess

5.2.4 interact positively with students in class regardless of personal differences

Level 3 - Students are proficient at this level.

¹⁴ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹⁵ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁶ Performance Indicators demonstrate progress toward the standard at each level.

At Level 3, the student will:

5.3.1 work cooperatively with others in structured and non-structured activities

5.3.2 demonstrate awareness of personal behavior and the role that it played in past activities with regard to cooperation and sharing

Modification and extensions need to be made to meet the individual abilities of all students.

Standard Number¹⁷ 6.0: Values Physical Activity

A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Learning Expectations¹⁸: To achieve the following learning expectations refer to the Performance Indicator Levels 1-3.

The student will:

- associate positive feelings with participating in physical activity
- try new movement activities and skills
- gain competence to provide increased enjoyment in movement
- express feelings about and during physical activity
- enjoy interaction with friends through physical activity

Performance Indicators¹⁹:

Level 1 - Skills are introduced at this level.

At Level 1, the student will:

6.1.1 participate willingly in physical activity

Level 2 - Skills are developing; mastery and assessment occur at this level.

At Level 2, the student will:

6.2.1 describe feelings following participation in physical activity

6.2.2 participate willingly in all activities in physical education

6.2.3 enjoy the challenge of experiencing new movements and the challenge of learning new skills

6.2.4 identify positive feelings with skill development

¹⁷ Standards do not indicate sequence or define teaching strategies. They represent what students should know and be able to do.

¹⁸ Learner Expectations reflect what students should know and be able to do at the end of each grade level range.

¹⁹ Performance Indicators demonstrate progress toward the standard at each level.

6.2.5 interact with others in a positive manner

Level 3 - Students are proficient at this level.

At Level 3, the student will:

6.3.1 model enjoyment of activity both in and out of school

Modification and extensions need to be made to meet the individual abilities of all students.